



# School Improvement Plan 2022 - 2023



**Hall County  
Myers Elementary School**

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Hall County
School Name	Myers Elementary School
Team Lead	Marla Lear
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (all Federal funds budgeted separately)

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
<input checked="" type="checkbox"/>	Free/Reduced meal application
<input type="checkbox"/>	Community Eligibility Program (CEP) - Direct Certification ONLY
<input type="checkbox"/>	Other (if selected, please describe below)

## 2. SCHOOL IMPROVEMENT GOALS

### 2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Consistently provides feedback to students through conferencing during reading and writing workshop in 100% of classrooms in grades K-5.
Root Cause # 1	48% of students in grades 3-5 scored below grade level on the reading portion of the Georgia Milestones assessment. Lexile Status Level(Grade 3- 52%, Grade 4- 52%, Grade 5- 45%)
Root Cause # 2	54% of students in grades K-5 scored below grade level expectations on the Fountas and Pinnell Reading Assessment
Root Cause # 3	Maintaining time allotted for independent reading and writing with conferring in all classrooms.
Goal	By the end of the FY23 school year, MES will increase by 50% of students meeting or exceeding Fall to Spring projected growth target as measured by NWEA MAP. Baseline Fall 2022 to Spring 2023 MAP growth report.

#### Action Step # 1

Action Step	PLC teams will track, monitor and review priority standards on a quarterly basis, along with scheduled data chats with team.
Funding Sources	Title I, Part A Title II, Part A Title III, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	Meeting Agendas, Sign In Sheets, Meeting Minutes, TKES observations, Professional Learning
Success Criteria for Impact on Student Achievement	MAP Growth report, BAS, analyzing student work /Rubrics
Position/Role Responsible	PLC Teams, Administration, Instructional Coach, Teacher Leaders (SIP Team)
Timeline for Implementation	Quarterly

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	Students will be allotted a minimum of 30 minutes each day for independent reading and conferring.
Funding Sources	Title I, Part A Title II, Part A Title III, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	Teacher conferring notebook, growth in BAS levels, Improvement of the percentage of students reading on grade level
Success Criteria for Impact on Student Achievement	MAP Growth report, BAS, analyzing student work /Rubrics,
Position/Role Responsible	Classroom teachers, ESOL teachers, Resource teachers, EIP teachers Administration, Instructional Coach
Timeline for Implementation	Others : daily

Action Step # 2

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	Provide professional development for teachers and support staff on the implementation of reading and writing workshop and conferring with readers and writers.
Funding Sources	Title I, Part A Title II, Part A Title III, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	TKES observations, Sign in Sheets, Meeting Agendas/Minutes, Improvement of the percentage of students reading on grade level
Success Criteria for Impact on Student Achievement	MAP Growth report, BAS, analyzing student work /Rubrics
Position/Role Responsible	Administration, Instructional Coach, PLC teams, District TOSA for literacy
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

Action Step	All students will set goals in the area of ELA, track their progress and receive teacher feedback
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	Teacher conferring notebook, Student Goal Sheets, BAS Reading Assessments, TKES observations
Success Criteria for Impact on Student Achievement	MAP Growth report, BAS, analyzing student work /Rubrics
Position/Role Responsible	Students, Classroom teachers, ESOL teachers, SPED teachers, EIP teachers, Instructional Coach and Administration
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 5

Action Step	Learning targets (standards) will be communicated to students in every lesson
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	TKES observations, Peer Walkthroughs
Success Criteria for Impact on Student Achievement	MAP Growth report, BAS, analyzing student work /Rubrics
Position/Role Responsible	Classroom Teachers, SPED teachers, ESOL teachers, Resource teachers, EIP teachers, Administration
Timeline for Implementation	Others : daily

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 6

Action Step	Provide Instructional Coach, Intervention Teachers and Paraprofessionals to support teachers and students during reading.
Funding Sources	Title I, Part A Title I, Part C Title I, Part D
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	TKES observations, Student reading levels, Sign in sheets for PL
Success Criteria for Impact on Student Achievement	MAP Growth report, BAS, analyzing student work /Rubrics
Position/Role Responsible	Administration
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 7

Action Step	K-5 grade teachers will implement the Fountas and Pinnell Phonics program with fidelity connecting it with the shared reading and writing each day.
Funding Sources	Title I, Part A Title I, Part C Title I, Part D Title II, Part A



Action Step # 7

Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	TKES observations, Meeting Agenda/ Minutes, Sign in Sheets for PLC
Success Criteria for Impact on Student Achievement	MAP Growth report, BAS, analyzing student work /Rubrics
Position/Role Responsible	Administration, Instructional Coach
Timeline for Implementation	Others : Daily

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 8

Action Step	During Reader's Workshop and Writer's Workshop students/teachers will utilize level texts
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

Action Step # 8

Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	Teacher conferring notebook, student work, increase in reading comprehension levels with BAS, MAP//Beacon assessments
Success Criteria for Impact on Student Achievement	MAP Growth report, BAS, analyzing student work /Rubrics
Position/Role Responsible	Teachers, ESOL teachers, Resource teachers, EIP teachers, Administration, Instructional Coach
Timeline for Implementation	Others : weekly, monthly, 3x year

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 9

Action Step	Provided extended learning time in the summer through our June summer school program for lower performing students. This will cover the summer school that takes place in June with Title I funds.
Funding Sources	Title I, Part A Title I, Part C Title I, Part D
Subgroups	Economically Disadvantaged Foster English Learners Migrant Race / Ethnicity / Minority
Systems	Coherent Instruction Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	Student Enrollment for Summer School, Student Data

Action Step # 9

Success Criteria for Impact on Student Achievement	MAP Growth report, BAS, analyzing student work /Rubrics
Position/Role Responsible	Administration, Instructional Coach, Teachers,
Timeline for Implementation	Yearly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 10

Action Step	Parent and Family Engagement - through our monthly Parent Academy meetings, delivering timely topics/ideas/material/examples to help parents support literacy and numeracy at home.
Funding Sources	Title I, Part A Title I, Part C Title I, Part D
Subgroups	Economically Disadvantaged Foster English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	Parent participation, sign in sheets, parent feedback
Success Criteria for Impact on Student Achievement	MAP Growth report, BAS, analyzing student work /Rubrics
Position/Role Responsible	Administration, Instructional Coach, Teachers
Timeline for Implementation	Monthly

Action Step # 10

<p>What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?</p>	
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## 2. SCHOOL IMPROVEMENT GOALS

### 2.2 Overarching Need # 2

#### Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase student understanding of math concepts and math fluency.
Root Cause # 1	5th grade students did not meet system goal of 90% accuracy on math fluency assessments. Addition: 96% of our 5th graders mastered 90% of their facts (goal met) Subtraction: 91% of our 5th graders mastered 90% of their facts (goal not met) Multiplication: 90% of our 5th graders mastered 90% of their facts (goal not met) Division: 80% of our 5th graders mastered 90% of their facts (goal not met)
Root Cause # 2	75.3% of students scored beginning or developing on the Math portion of the Georgia Milestones Assessment.
Goal	By the end of the FY23 school year, MES: will have 90% of students master 90% of their addition and subtraction math facts, 90% of multiplication facts and 75% of division required math facts in Grades K-5, as measured by Hall County Schools Math Fluency Benchmarks.

#### Action Step # 1

Action Step	PLC teams will track, monitor and review priority standards on a quarterly basis
Funding Sources	Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	Agenda, Sign In sheets, Minutes, TKES evaluations
Success Criteria for Impact on Student Achievement	MAP Growth report, BAS, analyzing student work /Rubrics
Position/Role Responsible	PLC teams, Teacher Leaders (leadership team), Instructional Coach and Administration
Timeline for Implementation	Quarterly

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	Teachers will incorporate 10 minutes daily on teaching fluency strategies, math reasoning and problem solving strategies.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	Student goal sheets, Math Fluency Data, Math Assessment Data, Milestone Data, TKES evaluations, Peer Evaluations
Success Criteria for Impact on Student Achievement	MAP Growth report, BAS, Zearn reports
Position/Role Responsible	Students, Teachers and Staff, Instructional Coach and Administration
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	Learning Targets (standards) will be communicated to students in every lesson.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	Student articulation of targets during TKES evaluations and Peer observations,
Success Criteria for Impact on Student Achievement	MAP Growth report, BAS
Position/Role Responsible	Classroom Teachers, SPED Teachers, ESOL Teachers, EIP teachers, Instructional Coach Administration
Timeline for Implementation	Others : daily

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

Action Step	Math Fluency Assessments will be used monthly to track student progress and allow students to set goals.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	Math Fluency Data, Student Goal Sheets, Hall County Fluency Benchmark Assessment 3x year
Success Criteria for Impact on Student Achievement	MAP Growth report, BAS, Zearn
Position/Role Responsible	Students, Classroom Teachers, SPED teachers, Math Co-Teachers, Resource teachers, EIP teachers and Instruction Coach and Administration
Timeline for Implementation	Others : every 2 weeks

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 5

Action Step	Teachers, staff and students will incorporate appropriate use of technology for progress monitoring, assessing and creating student work
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless



Action Step # 5

Subgroups	English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	Student Work, Increase scores on math assessments and GA Milestones Assessment. Map/Beacon Assessment
Success Criteria for Impact on Student Achievement	MAP Growth report, BAS, Zearn
Position/Role Responsible	Teachers, Students, Instructional Coach and Administration
Timeline for Implementation	Others : daily

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 6

Action Step	Provide Instructional Coach, Intervention Teachers and Paraprofessionals to support teachers and students. This will cover the personnel funded by Title I.
Funding Sources	Title I, Part A Title I, Part C Title I, Part D
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity

Action Step # 6

Systems	Supportive Learning Environment
Success Criteria for Implementation	TKES, Student Reading Level Data, Schedules, PLC Documentation
Success Criteria for Impact on Student Achievement	MAP Growth report, BAS, analyzing student work /Rubrics, Zearn reports
Position/Role Responsible	Administration
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 7

Action Step	Provided extended learning time in the summer through our June summer school program for lower performing students. This will cover the summer school that takes place in June with Title I funds.
Funding Sources	Title I, Part A Title I, Part C Title I, Part D
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	Student Enrollment for Summer School, Student Data
Success Criteria for Impact on Student Achievement	MAP Growth report, BAS, analyzing student work /Rubrics

Action Step # 7

Position/Role Responsible	Administration, Instructional Coach, Teachers,
Timeline for Implementation	Yearly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 8

Action Step	Parent and Family Engagement - through our monthly Parent Academy meetings, delivering timely topics/ideas/material/examples to help parents support literacy and numeracy at home.
Funding Sources	Title I, Part A Title I, Part C Title I, Part D
Subgroups	Economically Disadvantaged Foster English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	Parent participation, sign in sheets, parent feedback
Success Criteria for Impact on Student Achievement	MAP Growth report, BAS, analyzing student work /Rubrics
Position/Role Responsible	Administration, Instructional coach, and teachers
Timeline for Implementation	Monthly

Action Step # 8

<p>What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?</p>	
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2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Staff support social emotional learning and resiliency skills
Root Cause # 1	Increase in school counselor referrals and MTSS
Goal	During the 2022-2023 school year, 100% of Myers staff will support social emotional learning and resiliency for each student as measured by implementing Sources of Strength classroom lessons and PBIS classroom management training.

Action Step # 1

Action Step	Teach monthly Sources of Strength classroom lessons
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	Monthly lessons, teachers selecting a Dazzling Dragon monthly per homeroom
Success Criteria for Impact on Student Achievement	SWISS data
Position/Role Responsible	School counselor, teachers and administration
Timeline for Implementation	Monthly

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	Students identify a trusted adult in school building
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	Daily and weekly reporting on a google spreadsheet of percentage of students asked and was able to provide a name of someone who they trust ( someone loves me at Myers) by support teachers and district level reporting ( score keeping) spreadsheet.
Success Criteria for Impact on Student Achievement	PBIS
Position/Role Responsible	Teachers, administration, district level staff
Timeline for Implementation	Others : daily, monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	Continue implementation ( year 3) of the PBIS program, teaching behavior, setting expectations and recognizing students for success, classroom training
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	Monthly recognition of our Dazzling Dragons to school and parents- identified by teachers with positive ad character traits of the month.
Success Criteria for Impact on Student Achievement	PBIS rewards participation
Position/Role Responsible	Homeroom teachers, counselor, support teachers, and administrators
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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### 3. REQUIRED QUESTIONS

#### 3.1 Stakeholders, Coordination of Activities, Serving Children, and PQ

Required Questions

<p><b>1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).</b></p>	<p>This improvement plan was designed by a group of school leaders, teachers, and stakeholders then shared as a draft to various stakeholder groups. A draft copy of the plan will be shared at the parent input meeting for review, feedback, and input.</p>
<p><b>2. Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.</b></p>	<p>All faculty and staff at Myers Elementary are highly qualified, meaning they all serve in the field in which they are certified. New staff to Myers receive year long support through our mentor program. A teacher leaders assigns mentors and conducts monthly meetings with checklist to ensure a clear understanding of policies, procedures and intentional support in modeling effective instructional practices. In addition to mentor program , our instructional coach supports ineffective teacher with a gradual release model for expectation instructional practices.</p>
<p><b>3. Provide a general description of the Title I instructional program being implemented at this Title I school. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).</b></p>	<p>Differentiation is essential to the success of each student. It is imperative that every child be stretched beyond the scope of what they think is possible. Scarce are the times we should walk into a classroom to find the teacher delivering a whole group lesson; differentiated small groups or individual conferences are necessary for us to meet each student on their level. Our instructional program will be characterized by a focus on small group instruction, individual conferences, on-going grade level collaboration, lesson components and clear learning targets, a focus on increasing rigor by using achievement level descriptors, increasing vocabulary instruction, following the system's curriculum pacing guides, data chats, and increasing student dialogue oral and written. If differentiation is not present, each student's needs cannot possibly be met in these areas. These practices will be evident in all grade levels and subject areas. We will continue to offer EIP and RTI supports for struggling students. Our instructional coach will assist and support teachers in building teacher's instructional capacity so they can reflect on and refine their practices to increase student achievement.</p>



<p>4. If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.</p>	<p>N/A</p>
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3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

<p>5. If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.</p>	<p>Myers Elementary houses one special education Pre-School class and one Ninth District Pre-Kindergarten class consisting of twenty students. Enrollment for the Special Education Pre-School class is determined at the system level. Registration for the Pre-K class is held each year during the spring. The Ninth District Pre-K is included for school pictures, Cultural Arts Activities, School Assemblies, PTO events and Field Day in addition to other events throughout the year. The upcoming Kindergarten parents class are invited to attend a kindergarten orientation during the spring of each year to learn about expectations of students for the upcoming kindergarten year.</p>
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<p>6. If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: Coordination with institutions of higher education, employers, and local partners; and Increased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.</p>	<p>Fifth grade students are provided with several opportunities to become familiar with the middle schools in Myers' district before the end of the 5th grade year. These opportunities include a visit from the middle school counselor, a tour of the respective middle schools and an orientation night for students and parents. A representative of the middle school special education department is invited to join all 5th grade IEP meetings for students who will need Special Educational Services.</p>
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<p>7. Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.</p>	<p>Myers Elementary has a school wide behavior expectation plan that includes appropriate consequences when needed. Teachers are also provided PL on students engagement to reduce the number of classroom disruptions. Additionally, we have implemented the PBIS program to reward, celebrate student success, teach/model behavioral expectations and communicate schoolwide with all stakeholders.</p>
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ADDITIONAL RESPONSES

<p>8. Use the space below to provide additional narrative regarding the school's improvement plan.</p>	
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